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ABSTRACT

Newspaper articles, monographs, government publications, and magazine articles dealing with education in Pakistan are cited in this annotated bibliography. All items included were published between April and June 1981. Citations are organized by the following subject areas: administration, organization, and planning of education; adult education; comparative education; curriculum; educational goals; educational planning; elementary and secondary education; examinations; health education; higher education; educational history; Islamic education; libraries; literacy; medical education; philosophy of education; professional education; psychology; science education; teachers; teaching methods and media; technical education; textbooks; women's education; and teaching of languages. The publication includes an author index. (RM)

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ADMINISTRATION, ORGANIZATION AND PLANNING OF EDUCATION

1. ALI, Irfan. Rural Education ---- Pakistan Times (Rawalpindi) June 1, 1981.

The shortage of teachers in rural areas is acute. Early this year in Sialkot district alone, 60 schools for girls closed down, whereas in Jhang district, 117 schools met a similar fate for want of trained teachers. These are only a few of the numerous instances of schools having closed because of non-availability of teachers. Another serious problem which is eroding the fabric of primary education is the existence of ghost schools. Sometime back an official survey detected a school which had remained closed since 1972, but the school teacher there was getting his pay regularly. It was discovered recently that in Morkhonda fictitious schools had been opened in non-existent villages and teachers posted there were regularly drawing their salaries. The situation obviously underlines the failure of the inspection staff to do their duty. The appointment of a senior officer at every district and divisional education office to conduct surprise raids to detect ghost schools might prove an effective check against the evil.

2. AZAD, Mohammad Husain. Schoolon Kay Liye Alag Nizamat-e-Ta'aleem Ka Mas'ala (The Problem of a Separate Directorate of Education for Schools) Mashriq (Karachi) April 2, 1981 (U).

In all the provinces except Punjab, a separate directorate of education for schools and colleges is functioning. Separate directorate of education must also be set up in Punjab. Justice demands that (1) there should be separate directorates of education both for the schools and colleges. It will create uniformity in the system of education in all provinces. 2) No person bearing bad character should be appointed as Director of Education. 3) At the moment four cadres exist. In order to obtain better results all the four cadres should be merged into one.

3. DEAN, John Charles. English Medium ---- Pakistan Times (Rawalpindi) April 25, 1981.

The Government of Pakistan is trying its utmost to switch over to Urdu as the medium of instruction. The parents, on the other hand, prefer to send their children to English-medium

schools, of which there is no shortage in Lahore and other cities. It takes just a few months for these schools to be filled to capacity - and some even overflow. Along with the money flowing in, one finds that these schools employ touts to entice the parents away from one school to a other with promise of promotion to unsuccessful students into the next higher class. Even double promotions are granted in return for donations. Some schools boast of having very highly paid staff, but have in reality only a relative teaching there at a phenomenal salary. All these need to be taken note of by the government. If such schools are allowed to function freely, the future of our children is known to us. Such commercial institutions need to be closed down immediately.

4. HASHMI, Khalid Mahmood. School Mein Dakhley (Admission in Schools) ---- Imroz (Lahore) April 29, 1981 (U).

Only a small number of children are admitted in schools through proper tests and interviews. Recommendations and other methods are adopted in the matter of admissions. Tests and interviews in cases are taken but no importance is given to them. The basis of admission these days is either recommendations from some higher up or bribery. Particularly this method of admission is rampant in girl schools. It is high time that such malpractices are stopped. Admission in schools should be open to all and on the basis of merit. There should be no discrimination. If discrimination enters in education, the standard of education will further go down.

5. IQBAL, Junaid. Niji Ta'aleemi Idaron Ki Ahmiyat wa Ifadiyet (The Importance and Utility of Private Schools) ---- Imroz (Lahore) June 15, 1981 (U).

Without private schools, the question of admissions would have become very serious. In view of the importance and utility of private institutions, some suggestions are given below: 1) The Government should restore the confidence of the people without further delay. 2) There must be some arrangements of co-relations between the government and the private institutions. Such arrangements will help develop mutual confidence and trust. 3) Equal rights and facilities should be provided to the Government and private institutions. 4) Examination of class V should be declared as "Public Exam" so that the students belonging to private schools could also sit for the examination alongwith the students of the Government schools. 5) The test which is held for the admission of class V1, may also be declared open for the studens

students of class V belonging to private schools. There should also be no distinction between the students of the Government and the students of private schools.

6. NIAZI, Ghulam Yaseen. Mohkama-e-Ta'aleem (The Department of Education) ---- Nawai Waqt (Rawalpindi) June 2, 1981 (U).

The teaching staff of the Department of Education in Punjab is divided in six or seven cadres. In the beginning there was a common cadre for both the school and college teacher. This common cadre was divided in two in 1954. According to this, a college lecturer could not become Inspector of Schools, and a Inspector of Schools could not become a lecturer.

In the administration of School education, college cadre has the upper hand. Like the Divisional Directorates, most of the key posts of the Secondary Education Board are now under college cadre. In order to resolve this problem, a separate Directorate for school cadre should be established in every Division. The absence of separate directorate has created a sense of disappointment among the teachers of school cadre. Another point that needs to be taken into account is that the post of Chairman of Secondary Educational Boards should be filled up by School and College cadre alternatively.

7. OSMUND, B. Unapproved Schools --- - Morning News (Karachi) April 10, 1981.

There are several primary and Middle schools in the country that are unrecognised and unapproved. Also a large number of private high school classes are conducted by agencies interested in helping students. Many of these unrecognised schools are very efficiently run by private managements and the students and the teachers get all the attention required to have classes conducted in a peaceful atmosphere. The behaviour of the students and the teachers and the results of these schools in examinations show what genuine work is done. Such schools need all the attention they deserve. If according to the policy of the Government private agencies are encouraged to open new schools, and education is made compulsory, why not make a start by recognising the existing unapproved schools ? This will be a great encouragement to the students who are now in a sorry plight as they do not have authenticated documents to get into recognised institutes. Also such recognition might be an added incentive to the teachers of these schools who are deprived of the recognition and the status necessary for this noble profession.

8. SHAIKH, A. R. Tijarati Ta'aleemi Idaray (Commercial Educational Institutions) ---- Imroz (Lahore) June 17, 1981 (U).

The Government has done a good job in allowing the opening of private schools. However, as the Government has not specified any policy for this purpose, a mush-room of schools have come up purely on commercial basis. Instead of solving the problem of admissions, these schools have created a number of problems. Majority of the owners of private schools are fleecing money from the poor students. The standard of education in these schools is far from satisfactory. Teachers are not well qualified, the environment is not congenial, buildings are not properly maintained, furniture is not adequate, and basic amenities are missing. The number of students in a class in these schools exceeds the accommodation. All these matters need the attention of the Government.

9. SHAIKH, Tahir Lateef. Private Schools ---- Pakistan Times (Rawalpindi) May 11, 1981.

The growth of the 'school industry' is a clear pointer to the fact that existing facilities provided by the government lag far behind the actual requirements. It is high time something was done to remedy the situation. Nationalisation is no answer, as the situation in the already nationalised schools is no better. There is need to closely watch the activities of these institutions. It is suggested that an independent cell be created in the Education Department to have a close liason with the owners of the schools, the teachers, the students and the students' parents in order to know their difficulties. It should be made incumbent upon the people to obtain permission from the government before opening any such school. Before issuing the permission, it should be ensured that adequate facilities in all fields exist. Such a permission has to be followed up by periodic surprise checks. The government should also check the fee structure of these schools and regulate that. It should also be made compulsory to submit the accounts statement to the government periodically. A condition precedent for the grant of permission should be that school name should exist in the Income Tax record.

10. SIDDIQ, Khawja Mohammad. Ta'aleem Kay Farogh Mein Niji Ta'aleemi Idaron Ka Hissa (The Role of Private Schools in the Promotion of Education) Mashriq (Karachi) April 15, 1981 (U).

The Government has taken a commendable step in allowing the establishment of private schools. What is needed is to provide

same facilities to these private institutions that are being provided to the Government schools. Following steps are suggested: 1) Private schools should be brought at par with the Government schools so far as admission fee is concerned. 2) These institutions should be treated as a welfare institutions and not commercial. 3) Suitable atmosphere should be created to prosper these private institutions. 4) No student should be promoted to the higher class who does not pass the examinations held under the Board. These steps, if taken, will improve the standard of education.

ADULT EDUCATION

11. AHMAD, Masood. Nakhandgi Aur Jehalat Ka Mas'ala (The Problem of Illiteracy) ---- Jang (Rawalpindi) April 24, 1981 (U).

The centers for adult education can be opened in all educational institutions under the supervision and guidance of our able teachers. Students of higher classes can serve as teacher. These centers can work without incurring extra expenditure and burden on the government. Black board of the schools can be used for this purpose. The classes for the adult education can be held in the after noon after the regular classes are over in schools and colleges. Students who take the responsibility of teaching the adults should be awarded special merit certificates. These student/ teachers should be provided weekly guidence by regular teachers. Education in all centers must be free. Books and stationary should also be distributed free of cost. The expenditure should be borne by the government. These suggestions, if given due attention, may help reduce the ratio of illiteracy.

COMPARATIVE EDUCATION

12. AMJAD, Rasheed. Roos Aur Cheen Ka Nizam-e-Ta'aleem (Education System of Russia and China) ---- In: Ta'aleem Ki Nazaryati Asas, 230-233. Rawalpindi, Nadeem Publications, 1981 (U).

Education system depends on the prevailing conditions in a country. Change in the conditions affect the educational set up. Russia and China are two countries where revolution changed the entire complex of life. As a result, basic changes

also took place in the education system.

Before revolution in Russia, education was confined to rich classes. The revolution gave new impetus to education. The objective of the education was no more mere learning. It was for the change in life. Education became centralized and the whole educational set up was controlled by a central organization. Some mention is made of the prevailing practices in the educational field.

In China education was already well-spread in the country. After revolution, education was re-designed and it was based on two basic principles. One, to create in children love of the ideology; and two the preparation of professional experts for the purpose of economic progress. The details of the present day Chinese education system are briefly described.

13. CHAUDHARY, Mohammad Ashraf. Bartania Ka Nizam-e-Ta'aleem (British Education System) ---- In: Ta'aleem Ki Nazaryati Asas, 219-223. Rawalpindi, Nadeem Publications, 1981 (U).

Till eighteenth century, there was no regular education system in Britain. There were some schools under religious organizations. Even in Oxford & Cambridge only those got admitted who were followers of Church of England. With the establishment of London University in 1886, first time the education was free from the religious control. With the strengthening of democracy, the education system in England also changed and improved.

Today in England expernditure on education is considered investment in future. Local authorities in Britain are very active in the field of education. There are three types of schools: grammar schools, public schools and schools established under local authorities. Education is compulsory from 6 years to 16 years. Primary schools receive special attention in the British education system. First public examination takes place at the age of 16 and admission in university depends on grades of this examination. Previously there were only two universities in Britain. Now there are universities in every city and in many cities more than one.

14. PIRZADA, Iftikhar Husain Naeem. Amrika Ka Ta'aleemi Nizam (American Education System) ---- In: Ta'aleem Ki Nazaryati Asas, 224-229. Rawalpindi, Nadeem Publications, 1981 (U).

In American education system, teacher plays a pivotal role. His duties are not confined to mere syallabus and school walls. Special emphasis is laid in America on teacher training programme. Economically and status-wise teachers in America occypy prominant place.

In American education system, there are three types of schools: local public schools, state public schools and non-public schools. The local public schools are spread all over the country, specially in rural areas. These schools are run by local people and are popular every where. State public schools are established by respective states, and governed by the state laws.

The educational set up is not uniform in America. Although education is a local issue, however, central government also plays an important role. It gives grants to schools, colleges and universities and determine the conditions under which these funds are to be utilized.

CURRICULUM

15. HAQ, Mohammad Anwarul. School Maths ---- Pakistan Times (Rawalpindi) June 6, 1981.

The present mathematic curriculum is unrealistic. It is not understood why an overwhelming stress is laid on the theory of sets at the expense of a sound and broad-based introduction to the classical branches of mathematics. No doubt modern mathematical methods need to be taught to the children at an early stage but to suddenly over-load their mind with unfamiliar and difficult concepts, without giving them an opportunity to gain a grounding in simple algebra, geomatry and arithmatic, is bound to create a sacre in them for the subject. This has been noticably reflected in the falling standard of grades in mathematics, and is an ample proof that the introduction of this curriculum has been a failure. The authorities, therefore, need to make suitable amendments at the earliest.

EDUCATIONAL GOALS

16. SHAIKH, Asghar Ali. Role of Education In Socio-economic Development of a Country ---- In: Perspectives in Education, 23-33. Lahore, Aziz Publishers, 1981.

The days when education was viewed as an expensive social service, are gone. Today schooling is viewed as a capital investment in human resources. The outlay on education is deemed to be a critical determinant of economic growth. The views of several renowned economists have also been cited in this regard. The recommendations of National Commission on Education has also been quoted briefly.

The role of education as an agent of socialization and cultural transmission is a centuries old concept. The effect of education on social mobility is specially large in developing countries. Education can thus play an important role in these countries in the form of a middle calss and informed electorate basic to democratic society.

It is concluded that alongwith several other economic and social welfare measures which are crucial for the realization of a nation's economic and social goals, education is the most important means of achieving these objectives.

EDUCATION PLANNING

17. ALAM, M. Shahid. Elitism in Educational Planning ---- Dawn (Karachi) June 23, 1981.

In the first five year plan (1955-60) primary education received only 18 per cent of the total allocation to education in the public sector and of this share only 37 per cent was actually spent. The allocation for this sector increased only marginally over the next two plan periods. Primary education was made free as recently as October 1972. The neglect of primary education was matched only by the absence of programs to impart literacy to adults. In 1960 more than 90 per cent of all Pakistanis between the ages of twenty and thirty were illiterate. The most rapid expansion in the educational pyramid of course took place at its apex. The reasons were obvious. The newly launched programs of development required managers and engineers and the government needed more administrators. These demands were rapidly met as this was exactly what the rich and

powerful needed for their children. Even though schooling at the tertiary level is five to seven times costiler than primary schooling, enrolment in professional colleges and universities over the period 1947-1980 expanded eighteen times and forty times respectively. The expansion in primary education over the same period was less than ten times.

18. MUHAMMAD, Inam. Curriculum ---- Pakistan Times (Rawalpindi) April 17, 1981.

In the past numerous conferences were convened and specialised planning boards and commissions were appointed to study and recommend crucial aspects of national life, particularly education. Boards and commissions kept on coming and going, bringing in national policies and taking these along with them as they left. Facilities kept on expanding in all areas and kinds of education. But the success and effectiveness for the period from 1947 to 1970 can easily be measured and judged by the national dilemma of the division of Pakistan, which occurred because of ineffective educational system. In 1972, a new educational policy was imposed. The significance of this policy can be measured by the fate of its originators. This was the same year when the deterioration in educational standards, performance and discipline started. The current national policy was designed in 1978. It emphasized the need to foster in the people in general and the students in particular a deep and abiding loyalty to Islam and the ideology of Pakistan. The private sector can help the government and the people in the field of education.

19. YUSUFI, Uzma. A Balanced Education ---- Dawn (Karachi) June 30, 1981.

The exigencies of the present time demand that arts people should also have some understanding of science, as a scientist should have some inklings of arts subjects. The teaching of science should, therefore, be so modified that it can easily form a part of the general education. Course of this type would, no doubt be of more value for general education than a science course of the usual type. A person who has attended a course of this kind, would have a fairly good knowledge of that branch of science and how it has developed.

The future manager or the administrator would be more effective than he at the present time is, if he had some

inkling of scientific knowledge along with his arts subjects. It is, therefore, suggested that a much better general education can be obtained at college/university level by spending half the time on science course specially planned for the purpose and the half on the arts course.

ELEMENTARY & SECONDARY EDUCATION

20. AHMAD, Razi. Rrimary Aur High School (Primary and High School) ---- Nawai Waqt (Rawalpindi) April 26, 1981 (U).

In order to raise the ratio of literacy in the country, utmost importance needs to be given to primary education. It is unfortunate that Primary education in the country has not received due attention. More and more primary schools need to be opened in the country. Due attention should also be paid to the high schools. The important thing is to improve the conditions of the existing schools, to raise the salary of the teachers, and to provide necessary facilities to all the institutions.

It is a fact that nationalization of schools has further deteriorated the standard of education. It is unfortunate that we are paying more attention to the colleges and universities, and very little to primary and high schools. This situation should be changed. It is necessary that more funds are allocated for the improvement of primary and high schools.

21. HUSAIN, Sadiq. Ibtedai Ta'aleem (Primary Education) ---- Nawai Waqt (Rawalpindi) April 29, 1981 (U).

There are very few trained teachers for primary education. Most of the primary schools are without trained teachers. The non-availability of trained teachers is affecting the standard of education. The curriculum of the primary schools is defective in the sense that our children are loaded with too many books. The teaching of Urdu, maths, science, social sciences, Islamiat and drawing is started from class I.

Although the number of primary schools has increased in rural areas, the standard of education has not improved. This is so because necessary facilities are not provided to these schools. While appointing a teacher, it must be kept in mind that he has some teaching experience. In case

of headmaster experience is a must. In order to stop the deterioration in the standard of education, regular vigilance is necessary on all teachers. What is more, each school must be inspected at least four or five times in a year. These steps, if carried out sincerely, will help in improving the standard of primary education.

22. SHAIKH, Asghar Ali. Buildings for Pakistani Primary Schools ---- In: Perspectives in Education, 119-127. Lahore, Aziz Publishers 1981.

Lack of adequate school buildings is one of the most pressing educational problems facing Pakistan today. Primary Education has always received the lesser share and least priority. But inspite of poor physical conditions of our schools, educationists have gone ahead with the curricular innovations and improvements. The improved curricular activities demand more space and different facilities in respect of school plant.

The school's first task is to give each child an opportunity to develop his talents and abilities. One of the cogent reasons of students' high dropout rate, at primary level, is lack of attractive school buildings and other physical facilities.

The topic has been discussed under the headings: 1) site selection; 2) classrooms; and 3) other facilities.

EXAMINATIONS

23. CHAUDHARY, Mohammad Ashraf. Nizam-e-Imtehan Mein Tabdeeli (Change in **Examination System**) -- In: Ta'aleem Ki Nazaryati Asas, 325-333. Rawalpindi, Nadeem Publications, 1981 (U).

The separation of testing from teaching process is the main basic fault in the country's education system. The process of examination has nothing to do with the process of teaching. Testing has great importance in the educational process. In developed countries constant efforts are being made to find out why and how testing can help in making the educational process more dynamic and useful. There are a number of books on the topic of testing. In our educational system, there are no efforts for improving the testing process. For all stages, we have one and the

same formula.

The writer has tried to explain the real status, importance and effects of examination under the headings:

1) traditional syllabus and examination position in it and

2) modern status of examination. A number of suggestions have been presented for improving the examination system.

24. HASHMI, Khalid Mahmood. Imtehanat Mein Bequaidgian (Malpractices in Examinations ---- Imroz (Lahore) May 2, 1981 (U).

Since the creation of Pakistan, we have changed the system of education many times. The recent example is the abolition of the semester system. We have to find out the reasons of the failure of the semester system. What were the causes that led to the abolition of the semester system within a period of only four or five years of its introduction ? Why do the associations of teachers and the union of students feel reluctant to pay heed to irregularities in examinations ? Why do they not take steps to remove these irregularities ?

25. JAH, Tariq Alam. The Semester System ---- Dawn (Karachi) April 8, 1981.

Ever since its introduction, the Semester System has remained a controversial issue amongst students as to its suitability in our educational environment. Some believe that the Semester system is the only way of raising the standard of education in the country. A vast majority of students, on the other hand, are of the opinion that this system of education is not fit for Pakistani society. Apprehension in the teachers' mind as to the success of this system due to paucity of funds, shortage of books in the library and ill-equiped laboratories has also strengthened the belief of the students who oppose the system.

However, we have before us the most pragmatic example of the Institute of Business Administration, Karachi-where the Semester system is being successfully practised since the inception of the Institute. Though confronted with similar odds and difficulties the dedication of teachers to their work and likewise students' commitment to their studies helped succeed the system. The path is beset with

difficulties and setbacks and it is only hard-work that can make the Semester system successful.

26. KHAN, Nazir Ahmad. Naya Nizam-e-Tadrees (New System of Teaching) ---- Jang (Rawalpindi) April 28, 1981 (U).

After the withdrawl of the semester system, the Punjab University has introduced a new system of teaching and examination similar to the old system of two years degree course. According to the new system the two years course of M.A./M.Sc has been divided into part I and Part II. The annual examination of each part will be held by the university. In order to make this system a success, the solved papers in the examination should be shown to the students as it was being done under the semester system. All students should appear in written test before annual examination. No student should be allowed to appear in the annual examination unless he passes the test. This condition will force the students to work hard for the test. College teachers should also be involved in the examination process.

27. MINHAS, Naheed. Imtehani Nizam (The System of Examination) ----Jang (Rawalpindi) June 23, 1981 (U).

None is happy with the present system of examination. Some suggestions are given below for improving the system : 1) There should not be more than twenty questions in a examination paper. Students may be allowed to answer any ten questions out of twenty. No question should be asked outside syllabus. 2) The present fee for setting and examining the examination papers should be enhanced. 3) Three hours are not enough to examine the merit of a student. The process need some changes. 4) All invegilators should be changed every year for all centers. 5) Strict secrecy should be maintained in respect of the names of the examiners. 6) Immediate ban should be imposed on guess papers. 7) Any student found cheating in the examination hall should be rustricated for three years. No leniency should be shown in this respect. 8) The inspection team for the examination centers must consist of three officers. 9) In order to improve the results of examinations, Urdu should be made the medium of instruction.

28. SHAIKH, Sajjad. Semester Sistam (Semester System) ---- In: Ta'aleem Ki Nazaryati Asas, 315 - 324. Rawalpindi, Nadeem Publications, 1981 (U).

The semester system is in practice from 1975 in all Pakistani universities and their attached institutions of higher learning. According to semester system, the two years course is divided into four semester, each semester of 18 weeks. In each semester the student has to study five courses, each course having their credits. During one semester the student has to appear and pass in three examinations in each course. Alongwith the examination the student is also required sessional work.

The main objective of instruction of semester system was that student would work hard and the standard of education would improve. No doubt the semester system possesses many merits, but it has created a lot of problems for students and teachers. The difficulties are discussed under the headings; 1) excess courses; 2) excess examinations; 3) immatured high standard; 4) no facility for improving grades; 5) attendance; 6) migration not allowed; 7) too much work. The writer presents a number of suggestions to overcome the difficulties of the semester system.

29. SHAMIM, Manzoor Husain. Imtehanat Mein Najaez Zarae Ka istemal (The Use of Unfair Means in Examinations) ---- Nawai Waqt (Rawalpindi) April 29, 1981 (U).

Some suggestions are provided in order to check the use of unfair means in examinations: 1) Only sincere and honest officials are posted at the examination centers. 2) Information about sincere and honest officials should be collected at least three months before the examinations so that the final list is ready one month before the examinations. 3) If five or more than five examinees are caught cheating and the invegilators are found negligent of their duties, they should not be paid the remuneration of that day. The information should also be sent to the concerned authorities of the Board the same day. 4) Each center should be inspected at least thrice a day and it should be done by different people. 5) All invegilators should be sufficiently paid. 6) At least, two police constables should be appointed at each center 7) Those examinees who are found creating disturbance, should be barred from the examinations at least for three years.

HEALTH EDUCATION

30. SHAIKH, Asghar Ali: The Need for Introducing Health Education in the The High Schools Curriculum ---- In: Perspectives in Education, 109-118. Lahore, Aziz Publishers, 1981.

Referring to the Education Policies 1960 and 1972, it is pointed out that both failed to appreciate the need of teaching of Health at the secondary school level. Health education is of vital importance to the achievement of national objectives. It implies physical health, mental fitness, social welfare, economic growth, and national solidarity. Stress has been laid that the noble and lofty objectives like development of child's personality, trained manpower and competent leadership for the country, could not be realized without imparting health education.

The topic has been described under the headings: 1) what is health education?; 2) objectives of health education; 3) why should we teach health?; 4) national factors; and 5) religious factors.

HIGHER EDUCATION

31. ALAM, Anis. Problems of Higher Education ---- Muslim (Islamabad) April 13, 1981.

When we examine the case of Pakistani Universities, we find that they have either failed totally or achieved little success in their tasks. Before we could analyse the reasons for the failure of Pakistani Universities, it will be interesting to note the peculiar feature which Pakistani universities share with universities in many Third World countries. It has been noted that : (i) They function as isolated enclaves, involving themselves in problems unrelated to the reality they are surrounded with. (ii) They continue to be run on the organisational and governance pattern laid down for them during the colonial period. (iii) The university system has been expanded by simple extension of the trends and practice of past decades. (iv) University education has tended to become more a consumption item, rather than an investment for the development of national resources.

The reasons for the failure of Pakistani universities are to be sought in the almost total mismatch of the knowledge

a university graduate acquires and the problems which he has to tackle in professional life.

32. ALI, Syed Nasir. Problems of Higher Education ---- Pakistan Times (Rawalpindi) April 18, 1981.

Higher education in Pakistan is bedevilled with mounting pressures and problems. Not the least is the question of admissions, recently highlighted by the figures revealed in respect of Punjab University. Out of almost 8,000 applicants to 32 post-graduate departments, only 1,000 succeeded in getting admission - that is, a mere 12 per cent. Other large Universities in Lahore, Karachi and Islamabad face similar pressures, and it is estimated that the bulk of the applicants - 70 to 80 per cent - fail to make it. Apart from factors beyond their control, such as closure of universities for long periods, extended postponment of examinations and consequent delays in declaration of results, it is clearly the responsibility of the Vice-Chancellors to put their heads together and devise a system that will avoid this huge waste of our human capital. It is strange that universities have not paid enough heed to the admission system itself, which in turn is also closely related to the entire examination system. Most advanced countries now have such a system, which operates at two main levels. First, there is a nation-wide selection process both for graduate and post-graduate admissions. Secondly, each university has devised its own method of quality appraisal. Our universities have much to gain by studying these procedures.

33. TABASSUM, Haroonur Rashid. Intermediate Kay Liye Nai Ta'aleemi Policy (New Educational Policy for Intermediate) ---- Imroz (Lahore) April 18, 1981 (U).

New educational policy for Intermediate which is being implemented since 1981 needs immediate revision. In this policy the national language has not received due importance. The textbooks of English have no relevance with our daily life. Urdu, English, Islamic Studies and Pakistan Ideology are compulsory subjects in the new educational policy. Unfortunately, English has been given much more importance than other subjects. It is, therefore, necessary to revise the present policy immediately.

34. NAMOOS, Mohammad Shuja. Bartanvi Hindustan Mein Nizam-i-Ta'aleem (Education System in British India) ---- In: Ta'aleem Ki Nazaryati Asas, 138-154. Rawalpindi, Nadeem Publications, 1981 (U).

When the Britishers became the rulers of India, the whole pattern of education changed. Gradually, not only the English language became the medium of instruction, but also the official language. With the English language also came the Western education.

Islamia Madrassa, Calcutta was the first educational institution established under the direct patronage of the Britishers in 1781. During the British period, generally there were two types of educational institutions, one where only oriental subjects, were taught and the other where alongwith oriental subjects, Western education was also provided. In these schools the medium of instruction was English and government patronized them. During this period a number of universities were established, the first one was at Calcutta. The Punjab University was established in 1870, with the aim that it would provide oriental education in vernacular languages.

Special mention is made of the change in Dars-i-Nizami, the established pattern of Islamic education. The working of Darul Uloom Deoband and Aligarh Muslim University is also briefly described.

35. NAMOOS, Mohammad Shuja. Ibtedai Islami Daur Mein Ta'aleem (Education in Early Islamic Period) ---- In: Ta'aleem Ki Nazaryati Asas, 66-71. Rawalpindi, Nadeem Publications, 1981 (U).

In the early period of Islam, the education was mainly based on the teachings of Holy Quran and the Prophet's sayings. Mostly mosques were used as schools. Later on, special educational institutions were established for higher education and subjects like geography, geometry, chemistry, physics, language, grammar etc., were also taught.

There were little progress in education during Ummayyid period. However, during Abbasid period, education really flourished. The Abbasid caliphs were great patrons of knowledge. A number of universities were founded and scholars from all over the world flocked at Baghdad, the seat of capital. This was really the golden period of Muslim education. Students from Europe came and studied at Muslim universities.

36. NAMOOS, Mohammad Shuja. Muslim Hindustan Mein Nizam-e-Ta'aleem (Education system in Muslim India) ---- In: Ta'aleem Ki Nazaryati Asas, 122-137. Rawalpindi, Nadeem Publications, 1981 (U).

Muslims first conquered India in seventh century under the command of Mohammad Bin Qasim. However, this was a temporary phase. It was in 11th century A.D., when Mahmood of Ghazna invaded India and included Punjab in his empire, that real Muslim rule in India began. Mahmood of Ghazna was himself a learned man and a poet and he made the capital of his empire, Ghazni, a big seat of learning. Later on, the Ghazni emperors made Lahore as the capital and with that the Islamic knowledge and Islamic education came to India. The Ghoris conquered India and made Delhi their capital. From then on Delhi was the centre of learning for a long period.

During the Muslim rule, a number of colleges were opened in different parts of the country. In the beginning all education was in Arabic. Later on, Persian became the medium of education. A brief description is made of contents of education in different fields.

ISLAMIC EDUCATION

37. SANDEELA, Fateh M. Islamising the Madrassah Education ---- Morning News (Karachi) May 22, 1981.

The first and the foremost need is to recapture and revitalise the idealism of the Madrassah education. While some of the teachers are inspired and truly dedicated, this is not always the case. The process can be accelerated, if its causes and consequences are truly and fully understood. The comparative obscurity and practical irrelevance to public life have imposed upon the Madrassah teacher a sense of secondariness which he hands down to his pupils also, thereby promoting and perpetuating it further. While the general trend towards Islamisation, and the induction of Ulema and of the Madrassah-educated men, into public life, promise to reverse that situation, some of the other steps go directly to confirm it. It is to be hoped that latter are only temporary unwitting overtones of the Islamisation process, and will be corrected on first opportunity. Madrassah is so much the more appropriate place for articulating and organising the answers to secularism in education than any of the agencies and institutions that have been assigned the job so far. Madrassah education, therefore, needs immediate attention by the authorities.

38. SANDEELA, Fateh M. Islamising Education ---- Morning News (Karachi) May 8, 1981.

There is a telling difference in the practical lives of the teachers. In the "Ustad" of the Madrassah, there is much more than a professional instructor who need not either believe in, or abide by, what he teaches. Student-teacher relations, likewise, transcend the purely intellectual level, and invariably have an added spiritual and ethical dimension. Moulding of character, and making of the human person as their equal, individual teachers elsewhere could come close to the same ideals and expectations, goes only to underscore the general failing in that behalf. The objective too is different, what Islamic education seeks to displace is, not so much illiteracy, as ignorance. Ignorance of the Islamic conception, that even unlettered Muslims have learnt to look down upon, was fairly learned by the secular reckoning. Only its education was erroneous. Could the Greeks, the very bearers of the so-called "Light" to the West and the World, fare much better? If not, there is something seriously wrong with the general idea of education, which calls for urgent correction.

39. SHAH, Ishtiaq Husain. Nizam-e-Ta'aleem (The System of Education) ---- Jang (Rawalpindi) June 16, 1981 (U).

Curricula play an important part in any system of education. It is necessary for us to prepare our curricula from primary to higher stage, according to the tenets of Islam. Every government in the past accepted the importance of Islamic system of education, but no practical steps were taken to this effect. The present government is fully alive to the importance of Islamic system of education and has taken practical steps for its introduction. Alongwith curricula, teaching staff also need attention. All the teachers of primary, secondary and higher education must follow the tenets of Islam. Unless our teachers follow the principles of Islam, students cannot be expected to do so. While appointing a teacher it must be ensured that he is quite capable of teaching Islamic values and that he himself follows them.

LIBRARIES

40. RIAZ, Mohammad. Libraries and Education System ---- Dawn (Karachi) May 18, 1981.

The real tragedy is not that our educational system is still based on the alien ideas but that we have separated libraries from our educational system since the very inception of Pakistan. In developed countries all types of libraries are considered an indispensable part of the educational system. School and academic libraries are the pivotal points of their educational institutions. Public libraries are providing commendable service from primary education to higher learning and are venues of life-long friendship to the community at large. In our country when a publisher publishes a book with one or two thousand copies, it takes him year to sell it. Our academic libraries have meagre book funds. School and public libraries are more or less non-existent and the existing ones have been subjected to erosion. We have been experimenting different types of educational systems but with the least attention to its major organ i.e. the library. We have failed to evolve a library system in the country, which was the first requisite of our educational system.

LITERACY METHODS AND MEDIA

41. SHAIKH, Asghar Ali. Need and Importance of "Continuing Education" for Developing Nations ---- In: Perspectives in Education, 97-108. Lahore, Aziz Publishers, 1981.

The concept of "Continuing Education," so widely talked about in Western countries these days, has its deep roots in Islam. Prophet Muhammad (peace be upon him) was the first to stress the idea of life-long education and to translate it into action as well.

The West has endeavoured to take knowledge to the learner or enable him to have an easy access to knowledge by some unconventional methods. Whereas, in the developing countries, the dropout rate is extremely high. Many of these dropouts regret at a later stage. Developing countries are also investing substantial amount of money in continuing education.

The money spent on 'continuing education' yields good dividends in a shorter time than on formal schooling.

The social benefits are, however, over and above the monetary benefits, which accrue to the individual and the nation.

42. YAZDANI, Amina. Self-Reliance in Education ---- Pakistan Times (Rawalpindi) May 1, 1981.

Need-oriented curriculum is a pre-requisite for making mass literacy program a success. The ever-increasing demand for educational facilities can be largely met by relating curriculum development to various discernible strategies for educational reform, and by treating basic education as the first state of life-long education. The accent of mass education is over due. Conventional strategies directed at a painstaking build-up of the institutional infra-structure have not tackled the problem of illiteracy effectively. In rural areas where most of our population lives, development in primary education sector has been negligible. The following goals predominate: 1) The flight from primary school must be reduced. 2) Students must develop a positive attitude towards manual work. 3) Schools must be made self-reliant to contribute to their own financing. To achieve these objectives, the writer has presented a number of suggestion.

MEDICAL EDUCATION

43. BHATTI, Akmal Khurshid. Medical Ta'aleem Ka Mustaqbil (The Future of Medical Education) ---- Jang (Rawalpindi) May 19, 1981 (U).

A number of problems have cropped up with the increase in the number of medical colleges and the students. When a new medical college is opened, there are a number of things which need attention. The building of the college must be in good shape. There must be well equipped laboratory, good hostel facilities, experienced staff and other basic amenities. Examinations must be held on time. The college must not be closed from time to time. At the moment the total number of medical students throughout the country comes to about twenty thousand. The standard of education should not be sacrificed at the cost of quantity. If it so happens, we will face numerous problems. It is, therefore, necessary to pay more attention to the provision of basic amenities than to increase the number of medical colleges.

It is unfortunate that we have only two post-graduate medical

institutes in the country. These institutes are also not being looked after properly. The establishment of a Medical University needs immediate attention so that this university has the control over all medical colleges in the country.

44. MALIK, Mahmood Ali. New Strategies in Medical Education ---- Pakistan Times (Rawalpindi) May 13, 1981.

A system of medical training needs to be evolved which ensures equal opportunities to the participants irrespective of the family background and influence. It should have an inherent quality of continuity of training besides meeting the needs of large manpower at home and maintenance of standards of education. It is being felt that students who take an abbreviated medical curriculum of four or five years should not be awarded a doctorate in medicine. This degree should be reserved for those students whose education provides them with special skills, training and knowledge. Medical doctors should be scientists and specialists, and for that a considerably longer period is required than is customary with the training program of five years in our medical colleges. However, to meet the requirement of medical manpower, we need to create a lower category of doctors who could be prepared in a relatively short time and whose abilities can be made use of in a restricted area of medicine. Based on these principles, a three-stage system of medical training is proposed.

PHILOSOPHY OF EDUCATION

45. ABBAS, Ghulam. Sir Syed Kay Ta'aleemi Nazaryat (Educational Ideas of Sir Syed) ---- In: Ta'aleem Ki Nazaryati Asas, 188-204. Rawalpindi, Nadeem Publications, 1981 (U).

Sir Syed is known in many capacities, but basically he was an educationist. As a social reformer, he firmly believed that education was the only remedy for all national ills. He considered education as the most potent weapon for reform. According to him national progress is not possible without education. He did not advocate any particular type of education. What he wanted was a balanced education including both modern education and religion.

Sir Syed opposed the then prevalent system of Muslim education, wherein mosque was the only school. He preached

modern methods of teaching and urged Muslims to go for modern education alongwith religious education. He wanted religious education because it developed moral character, and modern education because it made the learner a successful man in practical life. Educational ideas and thinking of Sir Syed are discussed in some detail.

46. ALI, Syed Farooq. Ibn-i-Khaldum Ka Nazaria-i-Ta'aleem (Ibn-i-Khaldum's Theories of Education) ---- In: Ta'aleem Ki Nazaryati Asas, 113-117. Rawalpindi, Nadeem Publications, 1981 (U).

Ibn-i-Khaldum, the father of the history, spent a very active life. He became a teacher after acquiring great knowledge and vast experience of practical life. Unlike many other educational thinkers, his educational ideas are based on actual experiences.

Ibn-i-Khaldum declared education as the birth-right for every human being. According to him development of thinking is the main objective of education. Man is above other animals only because he can think. This thinking capacity makes him a civilized man, obeying social laws of the society.

So far as educational ideas are concerned, Ibn-i-Khaldum is far ahead of his time. Like modern day psychologists, he is of the opinion that the learning should not be beyond the mental capacity of the learner. He favours the modern method of teaching "from known to unknown". He is against the punishment as it encourages students to tell lies. Ibn-i-Khaldum also lays great emphasis on professional education.

47. SHAIKH, Asghar Ali. Ibn-i-Khaldun's Educational Philosophy and Its Relevance to Modern Times ---- In: Perspectives in Education, 1-22. Lahore, Aziz Publishers, 1981.

The Genius of Ibn-i-Khaldun was manifold and versatile. Except for the early days, Ibn-i-Khaldun devoted his entire life to teaching and writing. He was not a teacher in ordinary sense but an educator, an original thinker and an educational philosopher.

The educational philosophy of Ibn-i-Khaldun has been described under the headings: 1) concept of knowledge; 2) types of knowledge; 3) methods of teaching; 4) one subject at a time; 5) continuity in teaching; 6) corporal punishment in schools; 7) curriculum load; 8) brevity of

the text-books; 9) the status of school subjects; 10) medium of instruction; 11) simultaneous teaching of two languages; 12) teaching of grammar; 13) language competence; and 14) knowledge through journey.

It is concluded that the ideas of Ibn-i-Khaldun deserve our admiration because of their originality, novelty and modernity.

48. SIDDIQI, Shaukat Ali. Falsafa Aur Ta'aleem (Education and Philosophy) ---- In: Ta'aleem Ki Nazaryati Asas, 22-30 Rawalpindi, Nadeem Publications, 1981 (U).

Philosophy is rightly considered as the mother of all branches of knowledge. The writer explains the meaning and role of philosophy. Before discussing the role of philosophy in the field of education, the writer describes the meaning and objectives of education as explained by different philosophers. All the definitions of education are an attempt to view the education from the point of view of philosophy. Education and philosophy are very closely linked.

The concept of educational philosophy is explained and it is pointed out that philosophy of education is based on philosophy of life. In Pakistan we have our own philosophy of life and our educational system is based on this philosophy. The objectives of our education are based on our philosophy of life.

PROFESSIONAL EDUCATION

49. WAQAR, Mohammad. Commerce Ki Ta'aleem (Teaching of Commerce) ---- Jang (Rawalpindi) April 7, 1981 (U).

Very little attention is being paid to the subject of Commerce, which is an important branch of education. Immediate steps are needed for improving the standard of Commerce education in Pakistan. A Commerce graduate has to be passed in thirty subjects and all subjects are very difficult.

It is high time that the B.COM degree should be regarded as technical degree. This step would greatly help in the development of commerce education. Restriction on commerce student to pass the examination without break, should be withdrawn. Such restriction, are not imposed on professional

graduates. If they fail in part one, they are allowed to register their names for part two and appear in the examination for both the parts. At moment there is no separate university for Commerce education. Immediate attention is needed on this important issue.

PSYCHOLOGY, TEACHING OF (SPECIAL SECTION)

50. SHAIKH, Asghar Ali. Psychological Bases of Reading Readiness ---- In: Perspective in Education, 35-64. Lahore, Aziz Publishers, 1981.

The important role that maturation plays in the process of learning is now well known to the educators. We cannot make a child sit or stand, walk or talk, unless he is physically mature enough for each of these skills. The same is true about reading.

Quotations from research works and writings of a very large number of Educationists have been briefly mentioned.

The topic has been described under the headings: 1) what is reading readiness; 2) factors involved in readiness; 3) physical maturity; 4) sex differences; 5) auditory and visual discriminations; 6) intellectual maturity; 7) social and emotional maturity; 8) cultural and experiential background; and 9) language background.

SCIENCE EDUCATION

51. MALIK, Qayyum. Why Students Avoid Science. ---- Dawn (Karachi) June 12, 1981.

A sharp decline is taking place in the number of science graduates and post-graduates in our country. This is indeed a disturbing state of affairs. The reason, in the opinion of parents, is that our students do not understand what is taught to them in the name of science. The textbooks are loaded with material that belongs to the realm of the specialists and is beyond the comprehension of young minds. Teachers, too, are of the opinion that the contents of the textbooks frighten the students away from science. People who blame the students for not working hard enough would be well-advised to examine the contents of the textbooks, study our teaching methods for science, and ponder over the

examination system. If we persist in the folly of thrusting dull, difficult and lenghty courses of study on young minds and loading their textbooks with stuff that can be comprehended only by professional scientists, then not many students will opt for science and, what is more painful, they will have a poor understanding of the subject.

TEACHERS

52. NIAZI, Ghulam Yaseen. Asateza, Unkay Mutalbaat Aur Me'yaar-e-Ta'aleem (The Teachers, Their Demands and the Standard of Education) ---- Nawai-Waqt (Rawalpindi) June 9, 1981 (U).

Teachers at present do not enjoy the prestige and honour they were enjoying in the past. Financially they are not better off than other category of government employees. Now if their associations raise certain demands, they are justified in doing so. Since the genuine demands of teachers are not met, they take little interest in their profession, resulting in the deterioration of the standard of education. Government should accept the genuine demands of the teacher community. This will not only encourage them to take full interest in their work, but, consequently the standard of education will also improve. The teachers are also expected to be sincere with their work. They should not boycott the classes. In doing so they will not be doing any service to education.

TEACHING METHODS AND MEDIA

53. SHAIKH, Asghar Ali. Importance of Reading in the Development of Educational Programs ---- In: Perspectives in Education, 65-76. Lahore, Aziz Publishers, 1981.

Reading leads us to academic success, and admits us to the world of thought and imagination. Ability to read forms the integrated base of all content area learning. It is stated that the success of future developments will largely depend upon the thoroughness with which basic reading skills and attitudes are established. And ultimately success will depend on the teachers who provide reading instruction in schools.

The topic has been described under the headings:
1) primary education developments in Pakistan; 2) relationship of reading and quality education; 3) relationship of reading ability to the schooling period and 4) relationship of reading ability to personal and social development.

ability to the schooling period; and 4) relationship of reading ability to personal and social development.

54. SHAIKH, Asghar Ali. Reading and Readability ---- In: Perspectives in Education, 77-95. Lahore, Aziz Publishers, 1981.

Ability to read holds a pivotal position in all educational programs. Ability to read and follow directions is also a skill, basic to the acquisition of technical competence. The modern curricular developments are putting heavier demand on students' reading ability. Islam lays great stress on reading. This has been explained with the help of Quranic verses.

The author is of the view that the concept of readability gives us a greater insight into the various facets of language structure. Readability formulai have made it possible to make finer discrimination in determining the difficulty level of reading material. Several recommendations have been put forward regarding reading and readability.

TECHNICAL EDUCATION

55. ABDUL AZIZ, Mohammad. Hamari Ta'aleemi Zaruriyat Aur Fanni Ta'aleem (Our Educational Needs and Technical Education) ---- In: Ta'aleem Ki Nazaryati Asas, 348-370. Rawalpindi, Nadeem Sons, 1981 (U).

This is the century of science and technology. However, we are very far behind in the field of science and technology. In order to reach the stage where developed countries are, we have to work very hard. We have to improve our man and material resources, and it is not possible without proper education.

The solution of the educational problems of Pakistan lies in tapping the untapped intelligence of scores of otherwise obscure people.

In the third five-year plan attention is paid to the development and promotion of balanced education. For technical education, a large sum is apportioned in the plan. The requirements of technical manpower are presented and it is pointed out that the target achievements are much behind the requirements. A brief survey of present educational facilities in the field of technical education is presented with the help of many tables. Some comparative statistics of technical education

in Japan is also presented.

56. ZUBERI, A. W. Technical Education ---- Dawn (Karachi) June 9, 1981.

It must be appreciated that we do not have adequate facilities to provide technical education in a big way and considering our resources nor it would be possible to create such facilities in a short span of time. Accordingly if we want to make a breakthrough in technical education it cannot be achieved by traditional means. Some such measures would be required which are speedy, economical and result-oriented. In this connection, following are some suggestions for the consideration of the concerned authorities : 1) A sort of 'open' technical university should start courses through correspondence, the radio and television. 2) All such students should be required to complete an apprenticeship period, depending on the nature of the studies or the sort of experience required; 3) For a very large number of apprenticeships, following lines may be adopted: (a) Big factories and establishments can be directed to accept a reasonable number of trainees for training. (b) At present there are a large number of factories which are partially or totally closed because of one reason or the other. It seems worthwhile if some of these units are recognised and operated as a sort of "teaching factories". They would no doubt make production and undertake commercial activity but the emphasis would be on imparting training rather making profit.

TEXTBOOKS

57. HASHMI, Khalid Mahmood. Hamari Nisabi Kitaben (Our Textbooks) ---- Imroz (Lahore) April 15, 1981 (U).

In spite of numerous complaints, no attention has yet been paid to improve the standard of school textbooks. The main reason for the low standard of textbooks is the fact that the school textbooks are being written by non-teachers. Only a teacher knows what type of reading material is suitable for the students. He knows the capabilities of his students.

The present textbooks are not only difficult to understand, the subject matter selected, is uninteresting. These books do not hold the attention of our students. If the textbooks are written by the teachers who know the students, the result

would be quite different. The subject material will not only be interesting, but it will be according to the level of their understanding. Complete overhaul is necessary, so far as the policy regarding textbooks is concerned.

58. SIDDIQI, Ahamdullah. Revising Textbooks ---- Pakistan Times (Rawalpindi) June 4, 1981.

In the absence of other teaching material such as visual aids, used in most of the developed countries, our dependence on textbooks is considerable. The quality of authorship is therefore most important. In the Pakistani context the writers should present their subject in the light of our own historical, cultural and ethical focus. A nation founded on the eternal principles of Islam has an obligation to provide the growing minds of the young generation with a sense of pride in commonly held goals and aspirations. This can indeed be done without any distortion. Stress on science-oriented education is also imperative if Pakistan is to enter the modern technological age as a partner. The quality of local book production is a subject for constant complaint. Undoubtedly the impressionable young are more attracted to well-printed, colourfully illustrated books. Cost is the perenial bugbear but surely even within our budgetary limitations there is room for improvement.

WOMEN'S EDUCATION

59. ANSARI, M.S. Makhlcot Ta'aleem Aur Uskay Nataij (Co-Education and its Results) ---- Imroz (Lahore) May 10, 1981 (U).

Arrangement for the post-graduate teaching of female students should be made in separate colleges. We have suffered a lot due to co-education. Female education is a must, but it must be given in their own colleges. Co-education need to be abolished at all levels. Separate arrangements are required for female university students in local colleges. This arrangement will not involve financial burden, as well as it will not create any administrative problem. It is unfortunate that the Government has not as yet set up a separate university for girls. Promises in this regard are yet to be fulfilled. Further delay in establishing a separate female university will only mean that the Government is not serious in the matter.

60. BUTT, Maimoona Mukhtar. Khawateen Kay Liye Alag Darsgahon Ka Mas'ala (The Problem of Separate Educational Institutions for Women) ---- Imroz (Lahore) April 1, 1981 (U).

Muslim culture and religious traditions never allow women to attend educational institutions where men also study. Coeducation has been a failure all along in our country. It is, therefore, necessary for the government to set up separate educational institutions for women. The announcement made by the government, that a separate university for women would soon be established had not been materialised as yet. There is an urgent need for the establishment of two independent universities for women - one in Karachi and one in Lahore.

GENERAL

61. ABBAS, Ghulam. Pakistan Ka Ta'aleemi Nizam (Education System of Pakistan). ---- In: Ta'aleem Ki Nazaryati Asas. 234-237. (Rawalpindi) Nadeem Publications, 1981 (U).

We continued for some time with the educational set up we inherited from the Britishers. Under this system there were government educational institutions, municipal education institutions, private institutions, missionary educational institutions and educational institutions of industrial establishments and national organizations. After partition, education could not be looked after due to numerous other problems. In the 1956 Constitution, attention was made for changing education pattern on Islamic lines. In succeeding years a number of education policies were formulated. The objectives of these policies are briefly mentioned.

Today education is a provincial subject, but federal government has an overall control. The beggest problem in Pakistan is to increase the rate of literacy. Serious efforts are underway to meet this challenge.

62. AFZAL, M.M. Falling Educational Standards - A Few Remedies ---- Pakistan Times (Rawalpindi) June 21, 1981.

We cannot afford to close our eyes to the grim situation that we face. Therefore, steps - immediate, effective and practical - are called for. The Education Department should focus its all attention on problem of falling education standard. A few

remedies are recommended : (a) Instead of putting students arbitralily in sections, they ought to be grouped according to their academic background, ability and mental calibre. (b) Teaching of all the four skills - listening, speaking reading, writing (especially in languages) - is essential. (c) Answering questions is an art, whose development too requires practice. This is possible by holding regular and frequent tests and subjecting students to actual examination conditions. (d) At present no watchful eye follows the fluctuations in a student's academic career. (e) If the student needs to be looked after, the teacher, too should be watched closely. (f) Lastly, to gear up the machinery, a system of checks and balances has to be introduced.

63. AHMAD, Zaheer, Lengthening Shadows Around Education ---- Pakistan Times (Rawalpindi) June 5, 1981.

After independence, efforts were made to mould the system of education according to national aspirations. Vacational, industrial and technical schools and institutions were established. The curricula of these institutions were designed to promote technical skills among students. However, these schools and schools of general education ran as parallel streams. The lack of fusion in the general and technical education could not yield substantial dividends and the three objects of education - compulsory, free and purposeful - could not yield substantial results. A precept of the career education idea is that all young men, upon leaving education at whatever stage should be ready immediately to enter satisfying and useful employment. Unfortunately, we continue to treat occupational training as some sort of inferior education. Our higher education system cannot exist without a sound primary schools base on which it is to be built and, unfortunately, the existing primary education system is far from satisfactory. The truth of the matter is that education has woefully lagged behind the national demand. The efforts to solve the problem do not touch even the fringe of the problem, which is getting more and more acute day by day.

64. KAZMI, Syed Akhtar Husain. Maujooda Nisab-e-Ta'aleem (Present Curriculum) ---- Jang (Rawalpindi) April 14, 1981 (U).

It is pointed out that our syllabus should not be too heavy. At present primary students, in particular, are loaded with too many textbooks. So much so that they are losing interest in textbooks, and are paying very little attention to the lessons. It is necessary for the syllabus makers to shorten

the course so that the primary school students do not feel burdened and take interest in education.

At present our primary teachers are very low-paid. In view of their far financial conditions, they are going after other jobs in order to supplement their income. If they are sufficiently paid they will devote their attention to the profession. The teachers should also be provided other facilities like accommodation and medical aid. The above two suggestions will help a lot in improving the education standard.

65. KHAN, Mohammad Azim. Pakistan's Educational System ---- Muslim (Islamabad) April 17, 1981.

The educational system of Pakistan, particularly at the primary and secondary stages, needs careful planning. It is at these levels that the foundations of the mental and physical growth of the child are laid. The National Planning Board was expected to formulate an educational system meeting the aspirations and requirements of the new State, but these expectations did not come true. The educational provisions of the Five-year Plan are inadequate and cannot go a long way towards a dynamic reorganisation of our educational system. The standard of teaching even in the government-run and private recognised institutions is very poor. This is mainly due to the lack of good, trained teaching staff and the low salary paid to them. They are just compelled to augment their meagre incomes by taking up extra jobs. The teachers, therefore, do not devote all their time and energies to their work which reflects adversely on the standard of teaching. In Pakistan, hardly any attention is given in educational institutions to the physical and moral growth of the child. A word about the examinations. The standard set by the Board and university examinations does not always reflect in the low standard of education imparted. The age old system of annual and final examinations should be remodelled on the lines followed in progressive countries.

66. NIAZI, Mohammad Aslam. Ta'aleemi Inhetat Aur Uska Moassir Elaj (Deterioration in Education and its Effective Remedy) ---- Mashriq (Karachi) April 22, 1981 (U).

Following are suggestions to improve the falling standard of education : 1) Admissions in schools should be based on pre-tests. 2) F.A. should be the basic academic qualification for the teachers of primary schools. During their training,

Islamic education must be made compulsory. 3) If a teacher possess higher qualifications and long experience, he should be given better grades. 4) If any teacher fails to show at least 40% results of his class, his annual increament should be stopped. 5) If any teacher shows 90% results for consecutive three years, he should be given double promotion. 6) A Deputy Education Officer may be appointed in each Tehsil. 7) All the senior teachers who are M.A. M.Ed. may be given Grade 17. 8) The present status of the Head Master and the Deputy Education Officer should be upgraded.

67. RASOOL, Ghulam. Nizam-e-Ta'aleem Mein Tabdili (Change in the System of Education) ---- Imroz (Lahore) May 31, 1981 (U).

In an ideological state, the aim of education is not restricted to merely getting employment after education. Majority of students are not keen to learn. What they want is to get employment after completing their academic career. This thinking has adversely affected the standard of education. The educational institutions are no better than machines to produce certificates and diplomas for employment. The present system of education needs complete over-hauling. Textbooks need to be re-written and re-edited. Only those writers should be assigned the job of writing textbooks who are competent and well-versed in their field. At present most of the textbooks are written by incompetent persons, who know little of the subject. The result is obvious. The standard of education has deteriorated considerably. The Government must pay immediate attention to this issue.

68. SADIQ, Ghulam. Me'yar-e-Ta'aleem (The Standard of Education) ---- Nawai Waqt (Rawalpindi) May 29, 1981 (U).

There are three factors which affect the standard of education: 1) Curriculum; 2) The method of teaching and 3) The system of examination. The preparation of effective syllabus needs immediate attention. The way in which presently the syllabus is being prepared will not deliver the goods. Syllabus is being prepared by non-teaching staff and concerned teachers are being ignored. The present method of teaching and the system of examination need complete change.

If we want to raise the standard of education, we have to evolve a new syllabus. We have to popularise the teaching of science among students. More and more stipends should be awarded to students in order to attract them to science education.

69. SARWAR, Ghulam. Nizam-e-Ta'aleem Ka Almia (Tragedy of Education System) ---- In: Ta'alèem Ki Nazaryati Asas. 305-315. (Rawalpindi), Nadeem Publications, 1981 (U).

At present there are two education systems; one based on local traditions and the other on Western thinking. The Western type of education is for upper class people and here the medium of instruction is English. Urdu, the national language has little place in these schools. However, it is a matter of satisfaction that government has taken steps for the introduction of Urdu. The Urdu medium schools are for poor people. In rural areas all schools are Urdu medium, and in cities majority of schools. These schools present a very dismal picture as against English medium schools. This duality in education is not understandable. There is resentment against this dual policy of the government.

The writer discusses briefly why these upper class schools are successful. There are three apparent reasons: 1) superiority complex about English education; 2) availability of facilities; and 3) education of upper class manners. The writer also points out the reasons for the poor standard of Urdu medium schools. Some discussion is made on the role of public schools in creating class difference in the country.

70. SHAIKH, Asghar Ali. Planning Schools for Use of Audio-Visual Materials ---- In: Perspectives in Education, 129-141. (Lahore), Aziz Publishers, 1981.

Modern education has put forward new demands to be met with new tools of education. The important role being played by audio-visual materials, in the field of learning, cannot be denied. They have been found highly successful means of providing rich and meaningful learning experiences in schools.

The author visited some schools in Pakistan and surveyed the available audio-visual materials and the extent of their use. His report has been presented in this article.

The topic has been described under the headings: 1) what is a good classroom:; 2) space; 3) light; 4) light control; 5) color; 6) air climate; 7) sound control; and 8) flexibility.

71. YAQOOB, Mohammad. Hamara Ta'aleemi Nasbul Ain (Our Educational Objectives) ---- Nawai Waqt (Rawalpindi) April 6, 1981 (U).

It is not the government alone which can improve the present system of education. It is also the responsibility of teachers, students and parents. In order to introduce the system of Islamic education, the goverment can take the following steps: 1) All the schools which are only for the privileged class should be closed down. Uniform rules should be framed in respect of appointments of teachers, preparation of curriculum, admission of students etc. 2) Training institutions should be established for the preparation of teachers well versed in Islamic teachings. The present training institutions do not give Islamic training to the teachers. 3) The present curriculum needs immediate change. 4) We must also make concerted efforts to mould the view-points of our students. They should be kept away from the party politics. Our parents also need training. Most of the parents do not keep an eye on their wards.

72. YAQOOB, Mohammad. Motazaad Nizam-e-Ta'aleem (Contradictory System of Education) ---- Nawai Waqt (Rawalpindi) April 4, 1981 (U).

At the moment contradictory and parallel system of education of different kinds is being practiced in Pakistan. There is one general system being practiced in schools, colleges and universities. The other system is that which is in vogue in public schools. The third exists in the shape of missionary institutions; the fourth is being run as Cadet schools, the fifth in the form of technical schools and colleges while the sixth in case of religious institutions. All these systems have different objectives. In some of the institutions, the medium of instructions is only English and children of rich families are given admission. The curriculum of these institutions is also different. The textbooks of the English medium schools are imported from abroad, and are very well produced. While the textbooks of Urdu medium schools are badly printed, paper is of cheap quality.

These different systems of education are hampering the improvement of the standard of teaching. We should have a uniform system of education if we want to improve our education standard.

LANGUAGES, TEACHING OF (Special Section)

73. ABBAS, C.Z. Text Books and Education ---- Dawn (Karachi) May 25, 1981.

A glance at the text books of English and other subjects show little to be proud of. No teacher of merit can teach within the narrow limits of these unimaginative and biased textbooks. The teachers are expected only to transfer the facts of the text books. Why are parents ready to sacrifice a large part of their income to send their children to an English medium school? It is not only because they want their children to learn English but they desire them to grow morally and spiritually, as well as to assimilate essential facts. The better private English medium schools generally demand of their teachers a higher degree of dedication and attention per child. Let us stand by our Urdu medium policy, but strengthen the English Program in the Urdu medium school scene. Start English in the Ist class as a strong subject, while children are still conversant in daily life with cats sitting on mats and birds flying to their nests in trees. Language comes more easily and naturally when children are young.

74. ALI, Ahsan. Science Education ---- Dawn (Karachi) June 8, 1981.

If we want our youngmen to attain the same standard of excellence as youth of other countries, we should assign the English language the same place of pride and importance which it once occupied. In fact, we should, as far as possible, introduce the same books in each subject and discipline that our elders studied during their student days and thus free our Textbook Boards of the trouble of writing and publishing new books in each subject and that too practically every year. Our teachers should also measure their importance and status from the affection and respect they command from their students and society and not from the salary grades as they have now come to believe. It is everyday experience that a student who studied his subject through English as his medium is able to talk about it sensibly and confidently, while those whose medium was Urdu or any other regional language have been seen cutting a sorry figure.

75. BAIG, Atika. Medium of Instruction ---- Dawn (Karachi) June 16, 1981.

The arguments given in favor of making English the medium of instruction are that : a) It enables our diplomats and

our commercial people to communicate in international field; b) It helps our graduates to go abroad and study in foreign universities; and c) It raises the standard of education. Those who advance these arguments forget that the number of people involved in the international diplomacy and commerce is infinitesimal and they can still have good command over English if they learn it as a compulsory second language from the elementary level. It is, therefore, neither academically sound nor psychologically fair to subject all children to learn all their school subjects through a foreign medium just to accommodate a few aspirants to diplomacy and trade. Those who advocate English to be used as medium of instruction are, on the one hand, trying to suffocate and kill the creativity and capability of our children and on the other, and wanting to encourage a parallel system of education, one for the rich and the other for the poor.

76. BATLA. Basit Ahmad. Medium of Instruction ---- Dawn (Karachi) May 28, 1981.

It is a fallacy to think that the standard of education in English medium institutions is higher than Urdu medium schools. It is certainly not so. Only it can be said that their discipline is better. Besides, an English medium student is more fluent in English speech. But as far as writing is concerned he is as good or as bad as the Urdu medium student. It is the vested interest, a very small minority who have become more English than English themselves, and who see their supremacy at a stake, if Urdu is adopted as medium of instruction and is used as the official language in our schools, colleges, offices and courts. Medium of instruction has nothing to do with good education. Good education can only be given by good teachers and through good books. The medium of instruction should be that which is more natural, easier and flexible for our children. Urdu is easy to learn and understand and so Urdu should be our choice as the medium of instruction.

77. HUSSEIN, Haider. English Teaching ---- Pakistan Times (Rawalpindi) April 10, 1981.

Nobody would disagree that English should be compulsory from class VI to class X and elective at intermediate and degree levels. The compulsory status of English at college level is not helping science students much and is harming arts students. They first learn their mother tongue, then their national language Urdu and then they must dabble in

English. Five years of properly taught English at school level are enough for those who have to study books written in English. We can make these five years more productive if our high schools have language laboratories and teachers specially trained for the teaching of English. English teaching should be language-oriented with an enhanced emphasis on oral examinations. One of the obstacles in the way of improving the standard of our education is the compulsory status of English at intermediate and degree levels. The door of specialization is closed on those who are very good at the subjects of their choice but fail in English only.

78. INTEZAR, S.T.S. Medium of Instruction ---- Dawn (Karachi) April 22, 1981.

The reason to abolish the Cambridge section is simple. As we cannot or will not bring up the standard of our education system, let us do away with things that tell us where we stand. To get a sound higher education, proficiency in English is required. In fact one is not admitted in the universities abroad if one does not know English. So if the next or perhaps the very generation does not know English it will be deprived of the chances to better itself as far as higher education is concerned. But every-one will not be in that particular beat. Why? The reason is simple. The policy makers can send their children abroad from the start, so no problems exist for them. When they come back if they ever do, they will be in the position to get the best chances as they will be better educated. Does our religion stop us from acquiring the kind of education we desire, in any language we like ?

79. ISLAM, Fakhrul. Teaching of English ---- Pakistan Times (Rawalpindi) June 15, 1981.

We claim English is taught in our schools and colleges but it may be more accurate to say that we are unlearning the language - and fast. The average end-product of English teaching, even up to graduate and post-graduate level, is at best an individual with a tolerable grasp of the language and, at the other end of the scale, one without the vaguest clues as to correct sentence structure and vocabulary. Emphasis on literature instead of functional English is the cause of the generally poor working knowledge of English. Students resort to cramming without acquiring an understanding of spelling and grammar and are simply unable to express themselves satisfactorily. The depressingly low annual pass percentage in Board and University exams demonstrate that we are sacrificing our-youth at the alter of English. Perhaps so, but can we at this point afford to dispense with a valuable ...

second language ability so necessary in a rapidly advancing world? English has become a vast repository of modern knowledge to which access is essential.

80. KALIM, Siddiq. English Literature ---- Pakistan Times (Rawalpindi) April 11, 1981.

The suggestion that instead of teaching English literature as such, a comparative study of literatures, both Eastern and Western, will lead us in sweeping generalisations. If this suggestion is accepted as such, it will only help the student and the teacher to escape academic responsibility. It has also been suggested that the audio-lingual method to the teaching of English language be applied. As we know, it was adopted for the teaching of English from classes VI to VII under the Education Policy of 1972-80. It has failed like the inquiry method applied to the teaching of science in this country. The emphasis on the spoken aspect of linguistic pedagogy is, of course, desirable in a situation where the mother tongue is being taught, since the method is based on the skills of listening, speaking, reading and writing in the natural order of learning a language. But in our case, we have to devise a method which would answer our needs and which, above all, we should be able to work out successfully. Our experience shows that the functional and structural methods proved more appropriate.

81. KHAN, Afzal. Medium of Instruction ---- Dawn (Karachi) May 25, 1981.

It would be most unfair, if the knowledge and status which we have achieved for ourselves should be denied to our children. By adopting Urdu, as the medium of instruction, it would amount to taking our children back to the ages of backwardness. Should the government make the question a prestige issue, then at least it should allow parents the right of choice in selecting the kind of education they want for their children. The government may have its own way with Urdu as the medium of instruction, but in all fairness, it should refrain from interfering with the private self-financed schools. At the same time, Urdu could be developed side by side and brought to the level of the English language so that people are obliged to adopt Urdu voluntarily for their children as the medium of instruction.

82. KHAN, Mohammad Ayub. Angrezi Ikhtiari Mazmoon Ho (English Should Be Optional) ---- Imroz (Lahore) May 3, 1981 (U).

Everyone has a right to study English, but it should not be made compulsory. It should be an optional subject. We are nto against the teaching of English. At the moment English is taught as a compulsory subject to all student without any regard to their aptitude for the language. The rate of failure in English language, is quite big and this is only because the English language has been made compulsory. It is high time to consider the issue rationally.

It is also suggested that the government should introduce Arabic language from Class VI to class X as a compulsory subject. It is unfortunate that in our educational system no importance has been given to this language. The present educational policy needs immediate revision.

83. KHAN, Shahid Ali. Medium of Instruction ---- Dawn (Karachi) April 30, 1981.

A question that arises is, what is the need of achieving proficiency in English? Honestly speaking, there is none; but if in the country an anamolous situation exists, there is then a definite need of acquiring proficiency in English. To get a better picture of the situation, this controversial issue should be viewed in a perspective, where there exists a presumptuous supremacy of English in the daily walk of life, and it is held by a strong belief that a proficient knowledge of English helps in paving a smooth way into the top society, or it proves a valuable asset in acquiring lucrative employment.

Psychologically, English is ingrained in our life, and if there is a genuine and conscious aim to replace it by Urdu, it should be done under a phased programme at all levels of national infrastructure. However, if there exists a doubt in executing this plan effectively, or it leads to the development of anamolies then this laudable plan should be abandoned.

84. KHURSHID, Abdus Salam. Qaumi Zaban Ka Mas'ala (The Problem of National Language) ---- Mashriq (Karachi) April 24, 1981 (U).

If Urdu is to be introduced as an official language, an order has to be passed to stop the teaching of English at the English medium schools with immediate effect. The English

medium schools should abide by the decision that all schools whether government or private should teach English only from the class they have been allowed. There should be no difference in syllabus of a private and a government school. It is also necessary that Urdu is made the medium of instruction up till B.A. All the teachers belonging to the universities should be able to teach their subject through the medium of Urdu.. It is also suggested that Urdu should be made the mediumcf of instruction in Pakistan Administrative Staff College and in Academy for Administrative Training. Urdu should also be made compulsory for all the Government officers and employees.

85. LALL, Jacob E. English Teaching ---- Pakistan Times (Rawalpindi) April 28, 1981.

If we really believe that English is the language of reasearch in most modern disciplines of social and physical sciences, our approach to teaching it should be more pragmatic and purposeful. If we are clear about the goals we have before us, in the teaching of English the work will become easier. In teaching English, we have to impart to our students four skills, namely, (i) listening comprehension, (ii) reading comprehension, (iii) speaking ability and, (iv) writing ability. Listening comprehension can be imparted by requiring the students to answer question about a speech or a passage which has been read out to them. Reading comprehension comes through practice in precise writing at first and then writing articles, reviews and book reviews, especially of books whose exhaustive notes are not available. Speaking skill can be acquired only by speaking. There should be time for classroom exercises and the examinations should include viva voce tests. Lastly, the students can acquire writing skill by classroom practice. In classroom situation the students do not have access to any material which they can use for help. This type of study of English will help the students in their study of difficult subjects.

86. MALIK, Qayyum. English! English! English ---- Dawn (Karachi) June 23, 1981.

The demand for more English is not exclusively confined to the upper strata in our society. Lower middle class families are also very keen on sending their children to English-medium schools, but the high fees discourage them. Pakistani parents are not anti-Urdu. But they attach more importance to English in view of the situation obtaining in our country wherein the chances of success of a young man in life are linked with his proficiency in English. The educational

authorities, on the other hand, are taking active steps to give more importance to Urdu in our educational system. The educational authorities seem to be guided by the belief that in our national affairs Urdu would gradually and successfully take the place of English if less importance is attached to the foreign language in the educational system. The reality of the situation does not, however, lend strength to this belief.

87. MOIN, Iqbal. Medium of Instruction ---- Dawn (Karachi) April 25, 1981.

Urdu is our national language. Any discussion, therefore, about the merits of Urdu as the medium of instruction is unnecessary. However, why do we have to make it Urdu verses English. Through an accident of history we possess the advantage of having a sizable number of excellent teachers and institutions, either imparting knowledge in English as the medium of instruction or having the Cambridge University syllabus, which at the moment is certainly superior to ours at all comparative elvels. Why must we lose it. English is one of the key languages for the attainment of advanced science and technology. The Government of Pakistan should direct the Ministry to maintain a status quo in the matter.

Once we reach the stage where fluency in Urdu becomes the criterion for selection to superior services of Pakistan or when Urdu is actually used by the Government offices, some of these English medium institutions may die their natural death.

88. NAVIWAL, A.S. Urdu As Medium of Instruction ---- Morning News (Karachi) April 17, 1981.

Of course English can have a place with other second languages and students who want to learn English can do, so. One paper of English should continue from class VI onwards. It is reported in the paper that the national language authority has submitted three years' plan for the introduction of Urdu as official language. If we still delay in having Urdu as our national language and do not commit ourselves to accord a due place to Urdu we would be betraying our children, our culture and our precious inheritance.

89. NIZAMI, Zeba. Medium of Instruction ---- Dawn (Karachi) May 16, 1981.

To adopt Urdu as the medium of instruction does not mean doing away with English. In fact, English should be retained a

as a compulsory subject and introduced in the educational system at an early stage, so that our students are familiar with an important foreign language as well, and have access to the reading material available in it that may be of use to them. The new educational policy should provide for even better knowledge of English than hitherto, alongwith general improvement in educational standards. But to start teaching a child with English as medium, is against all principles of education, and most unfair to the child. Likewise, to preach that Urdu should be discarded as the medium of instruction at higher stages, shows a mistrust of the language and our national capabilities. Not to speak of the West, none of the Eastern countries that are ahead of us in education and scientific progress have adopted such a senseless course, though they learn foreign languages and can very well communicate with the rest of the world. English as a medium of instruction is a positive handicap for the student rather than an advantage.

90. RAHMAN, A. Urdu As Medium of Instruction ---- Morning News (Karachi) April 13, 1981.

For the first time in the history of Pakistan, the government has introduced Urdu as the medium of instruction in our schools. One wonders why it is obligatory in our private schools that children from nursery classes up to Matric should be instructed through the medium of English. It is only in Pakistan that English is the medium of instruction not all over the world. As a matter of fact, these children in English medium schools only cram - they never learn. Of course English is an international language. One paper of English should continue, from class VI onwards. But to teach every subject, Social Studies, Science, Math. etc. through the medium of English, besides four more languages - English, Arabic, Urdu and Sindhi is a heavy burden on young children, and will simply retard their mental development. Private schools are still continuing English as the medium of instruction, under one pretext or the other. Government should issue instructions to private schools to change their medium of instruction to Urdu in all subjects from class VI.

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